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ABSTRACT

A program was developed to enhance collaboration and exchange between the Masters in Public Administration (MPA) programs at historically black colleges and universities (HBCU) and Indiana State University (ISU). The program sought to promote communications between faculties, develop an awareness about public policy issues associated with the black communities, and enhance cultural diversity. One component of the program involved four professors visiting the ISU campus to lecture and participate in discussion. A national survey of the MPA faculty (143 respondents) on cultural diversity issues found that respondents were enthusiastic about the cultural diversity dimensions of the MPA program, and about collaborative relations with black colleges, and held various opinions on cultural diversity. Overall the impact of the project resulted in the following changes among the ISU MPA student and faculty participants: increased knowledge of research on black populations, interest in hiring women and minorities in MPA programs, desire to see more research on these issues, and desire to explore collaborative research and faculty exchanges with black colleges. A separate report presents detailed preliminary findings of the survey and the survey itself. Appendixes contain publicity material surrounding the events, summaries of lectures, lists of HBCUs, a copy of the faculty questionnaire, and an extensive report on its results, titled "Preliminary Findings of a 1992 Survey of MPA Faculty on Cultural Diversity Issues." A 26-item bibliography features items published from 1971-1991. (JB)

ED352870

REPORT ON A PROGRAM FOR COLLABORATION BETWEEN MPA PROGRAMS IN HISTORICALLY BLACK UNIVERSITIES AND A PREDOMINANTLY WHITE UNIVERSITY (INDIANA STATE UNIVERSITY): A CULTURAL DIVERSITY INNOVATION PROJECT SUPPORTED BY NASPAA

by

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October 7, 1992

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A Final Grant Report on Cultural Diversity
Innovation Grant 1991-1992
Submitted to NASPAA (National Association of Schools of Public Affairs and Administration)

HE 026 064

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Manindra K. Mohapatra, Ph.D.
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I.

PROJECT SETTING: INDIANA STATE UNIVERSITY'S MPA PROGRAM

Indiana State University established an MPA program in 1976 and the program has been a member of NASPAA since then. Recently, the MPA program was revised to reflect current NASPAA standards. The total enrollment in the MPA program is slightly over 60 students at various stages of their work toward the MPA degree. The program is an integral part of the Department of Political Science and is administered by the Director of the MPA program. Eight faculty members of the department constitute the core faculty of the MPA program. They are involved in teaching MPA classes, administering comprehensive examinations, supervising internships, and determining the admission standards for the entering MPA student. In addition to the main campus at Terre Haute, MPA classes are offered in Vincennes and Evansville.

In Fall 1991, 60 students were registered for various MPA classes. The student body included 22 women, 11 African-Americans, and 4 international students. Two members of the faculty are of Asian origin, and another faculty is an African-American. Two women faculty, including a temporary person, were associated with the program in 1991-92.

One of the national resources for developing cultural diversity in the MPA programs is the number of historically black colleges and universities with established MPA programs. These MPA programs tend to be culturally diverse: multi-ethnic faculty, students, curriculum, research activities, outreach programs and library resources. Promotion of cultural diversity is a major institutional goal of Indiana State University.

The purpose of this project was to promote faculty-graduate student level scholarly communications between the MPA program of Indiana State University and that of selected MPA programs located in historically black universities in the U.S. This project specifically sought classroom presentations by black faculty of historically black universities in the MPA classes at ISU and discussions with MPA faculty about developing cultural diversity in MPA programs. The specific objectives of the program were as below.

II.

PROGRAM OBJECTIVES

The following were the stated objectives of this program as described in the grant application submitted to NASPAA on July 15, 1991.

1. To promote greater scholarly and programmatic communications between the MPA faculty members in HBCUs with that of Indiana State University.

2. To develop an awareness about public policy issues associated with the black communities among the MPA faculty and students at Indiana State University.

3. To utilize this NASPAA grant as seed money to seek future structured programmatic initiatives by the MPA faculty members at Indiana State University to enhance cultural diversity at ISU through collaborative relationships with HBCUs in relation to student recruitment, course offerings, research activities and outreach programs.

III.

PROGRAM IMPLEMENTATION

Early in October 1991, the NASPAA officials informally told the MPA Director that the program has been awarded a Cultural Diversity Innovation Grant which was formally awarded at the NASPAA Annual Conference in Baltimore, October 17-19, 1991. The MPA faculty at Indiana State University in consultation with Dean Cassie Osborne, Jr., of the School of Public Affairs at Kentucky State University (HBCU) prepared a list of HBCU faculty for possible participation in this program: The finalists who were selected for presentations at ISU are listed below.

1. Dr. Don Anthony Woods, Ph.D.
(Graduate School of Public and International Affairs, University of Pittsburgh)
Professor of Public Administration, Kentucky State University
TOPIC: "African-American State Administrators: Professional Values & Social Commitments"
Presentation Date: November 14, 1991

2. Dr. Kenneth A. Jordan, PhD. (University of California, Berkeley)
Associate Professor and Acting Associate Director, MPA Program, Savannah State College
TOPIC: "Life Stress Among Black Males in America: Implications for Human Resource Management in the Public Sector"
Presentation Date: February 27, 1992

3. Dr. Lois Hollis, Ph.D. (Atlanta University)
Professor and Coordinator of MPA Program, Albany State College
TOPIC: "Role of Historically Black Colleges and Universities in Developing Public Sector Managers for the Culturally Diverse Workforce: 2000"
Presentation Date: April 9, 1992

4. Dr. Curtina Moreland-Young, Ph.D. (University of Illinois)
Professor of Public Policy and Administration and Director of Public Policy and Administration Programs, Jackson State University
TOPIC: "Black Female Leaders in Jackson, Mississippi: An Analysis of Ethnic Leadership in an Urban Community"
Presentation Date: April 30, 1992

Each HBCU faculty visiting Indiana State University spent two days on the ISU campus. They were involved in the following activities.

a. A major classroom presentation made in the Afro-American Cultural Center lecture room. The audience included MPA students, ISU MPA faculty and other interested persons from the campus community.

b. A luncheon seminar with MPA faculty of ISU on Cultural Diversity related collaboration.

c. A discussion session with MPA students of ISU which included African-American Students.

d. Breakfast/Luncheon/Dinner with ISU faculty including minority faculty and members of the African-American Studies Center.

e. The faculty visiting discussed on going research projects in the Center for Governmental Services. Visiting faculty were introduced to the INTERNET system involving library access to national and international universities.

f. Visits to other university resources including the Eugene V. Debs Collection in the Cunningham Memorial Library.

IV

FINDINGS OF THE NATIONAL MPA FACULTY SURVEY ON CULTURAL DIVERSITY ISSUES

The Center for Governmental Services conducted a national survey of MPA faculty on cultural diversity related issues as an ongoing activity in Spring, 1992. The summary statistical findings of this survey have been presented. A copy of this survey questionnaire may be found in Appendix D of this report. The general goal of this survey was to determine the views of MPA faculty about cultural diversity issues in the context of MPA education. The specific objectives of this survey, methodological dimensions and main findings have been summarized below.

SURVEY OBJECTIVES

1. To identify level of familiarity among faculty about cultural diversity innovation programs that are being undertaken by the MPA programs.
2. To understand the relative importance of specific programmatic initiatives, as perceived by the faculty.
3. To assess the relative weight of different instructional objectives and strategies designed to promote cultural diversity.
4. To examine the views of MPA faculty about the efficacy of visiting faculty programs.
5. To specifically know the views of MPA faculty about collaboration with HBCU faculty.

SURVEY METHODOLOGY

The 1991 NASPAA faculty directory "MPA Directors", "MPA Faculty", "HBCU's MPA Faculty" and "MPA Faculty Located in Institutions Receiving NASPAA Grant." A random sample of 400 questionnaires was mailed in February/March 1992. A total of 142 completed questionnaires was received and tabulated.

FINDINGS OF THE MPA FACULTY SURVEY

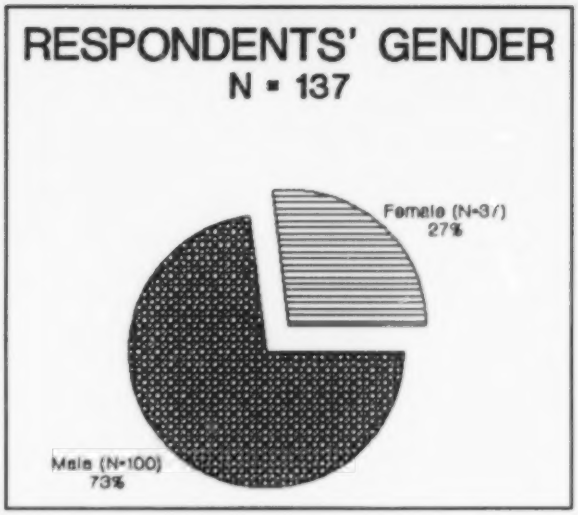
For the purpose of this NASPAA report statistical tabulations of the survey results have been provided. The open-ended responses have also been listed.

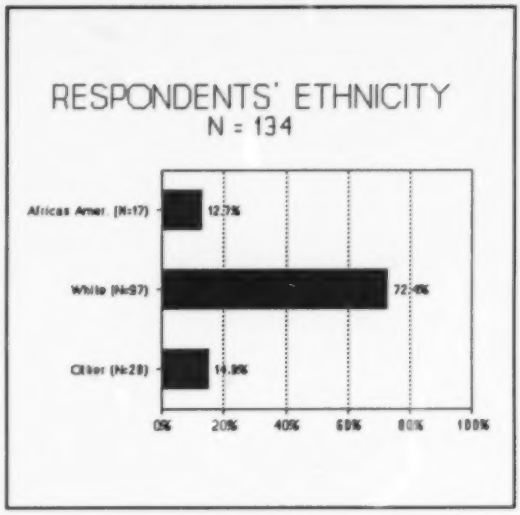
* A general conclusion that emerges from this survey is that a majority of the survey respondents were enthusiastic with different aspects of Cultural Diversity dimensions of the MPA program.

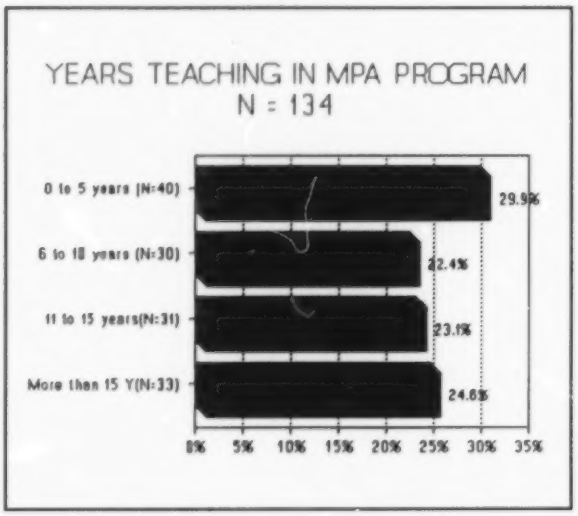
* Specific tabular presentations indicated variations in orientations toward instructional objectives and strategies.

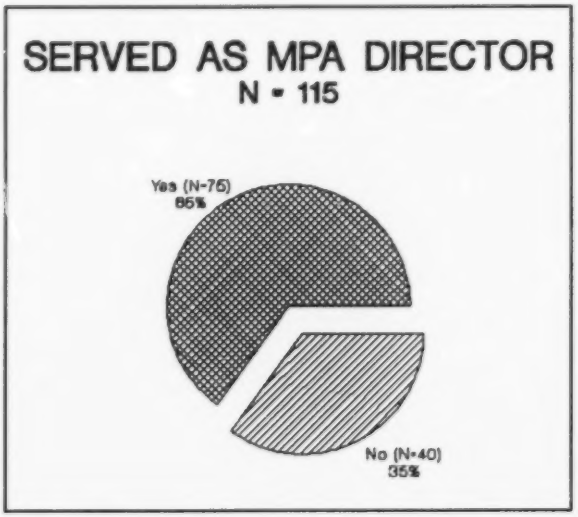
* Among those MPA faculty who had established contacts with HBCU faculty members were enthusiastic about collaborative relations with HBCUs.

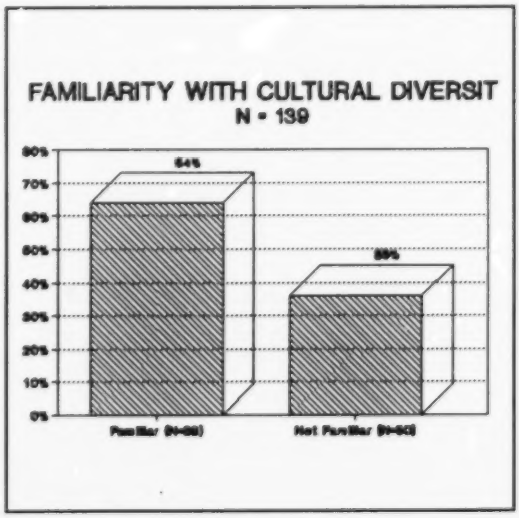
* Open-ended comments of the faculty indicated considerable variations in opinions about cultural diversity issues.











PROFILE OF RESPONDENTS

Table No. 1

BACKGROUND ATTRIBUTES AND BEHAVIORAL PROFILE OF THE SURVEY RESPONDENTS
(N = 143)

(I) Years Teaching in MPA Program
(N = 134)

Less than 5 years	29.9%
6 to 10 years	22.4%
11 to 15 years	23.1%
More than 15 years	24.6%
Total	100% (134)

(II) Reported Having Women Faculty
(N = 136)

YES	92.6%
NO	2.4%
Total	100% (136)

(III) Reported Having Ethnic Minority on Faculty
(N = 135)

YES	72.6% (98)
NO	27.4% (37)
Total	100% (135)

(IV) Respondents' Gender
(N = 137)

Male	73% (100)
Female	27% (37)
Total	100% (137)

(V) Respondents' Ethnicity
(N = 134)

Black	12.7% (17)
White	72.4% (97)
Other	14.9% (20)
Total	100% (134)

(VI) Reported Affiliation with HBCUs
(N =133)

YES	14.3% (19)
NO	85.7% (114)
Total	100% (133)

(VII) Familiarity with Cultural Diversity Program
(N = 139)

YES	64% (89)
NO	36% (50)
Total	100% (139)

(VIII) Respondent served as MPA Director
(N = 115)

YES	65.2% (75)
NO	34.8% (40)
Total	100% (115)

(IX) Had Women/Ethnic Minority as Guest Lecturer in MPA Classes
(N = 135)

YES	55.6% (75)
NO	44.4% (60)
Total	100% (135)

(X) Utilized Instructional Material on Cultural Diversity
(N = 117)

YES	29.9% (35)
NO	70.1% (82)
Total	100% (117)

(XII) Reported having Professional Contact with HBCU Faculty
(N = 134)

YES	27.6% (37)
NO	72.4% (92)
Total	100% (134)

Table No. 2

PERCEIVED IMPORTANCE OF CULTURAL DIVERSITY INSTRUCTION PROGRAMS
(N = 143)*

Programs	Perceived Importance	
Provide information about career opportunities to minority and women students who may enter an MPA program.	Very Important Somewhat Important Not Important Miss Data Total	73.4% (105) 21.7% (31) 1.4% (2) 3.5% (5) 100%
Provide full financial support to qualified minority and women students to pursue an MPA degree on a full-time basis.	Very Important Somewhat Important Not Important Miss Data Total	69.9% (100) 23.1% (33) 2.1% (3) 4.9% (7) 100%
Invite women and ethnic minority Public Administration faculty from other institutions to be occasional guest lecturers to MPA classes.	Very Important Somewhat Important Not Important Miss Data Total	38.5% (55) 46.2% (66) 12.6% (18) 2.8% (4) 100%
Invite women and ethnic minority Public Administration faculty from other institutions to participate in one semester visiting appointments.	Very Important Somewhat Important Not Important Miss Data Total	39.2% (56) 40.6% (58) 14.7% (21) 5.6% (8) 100%
Offer specialized courses about public policy issues relating to women/minorities.	Very Important Somewhat Important Not Important Miss Data Total	33.6% (48) 42.0% (60) 20.3% (29) 4.2% (16) 100%
Incorporate reading material in regular MPA courses that reflect the concerns of women and minorities.	Very Important Somewhat Important Not Important Miss Data Total	64.3% (92) 31.5% (45) 1.4% (2) 2.8% (4) 100%
Produce and utilize audio-visual material concerning minority/women employees and their expectations.	Very Important Somewhat Important Not Important Miss Data Total	19.6% (28) 40.6% (58) 36.4% (52) 3.5% (5) 100%
Invite international students as occasional guest speakers to MPA courses on cross-cultural topics.	Very Important Somewhat Important Not Important Miss Data Total	25.9% (37) 44.8% (64) 23.1% (33) 6.3% (9) 100%

* Tabulated from responses to question number 3.

Table No. 3

PERCEIVED IMPORTANCE OF INSTRUCTIONAL OBJECTIVES*

Instructional Objective	Perceived Importance	
Make MPA students aware of the attitudes, values and expectations of women and minority employees.	Very Important Somewhat Important Not Important Miss Data Total	69.9% (100) 25.2% (36) 1.4% (2) 3.5% (5) 100%
Make MPA students aware of the expectations of the minority/women clients of public agencies.	Very Important Somewhat Important Not Important Miss Data Total	69.2% (99) 25.2% (36) 2.1% (3) 3.5% (5) 100%
Develop leadership qualities among women and minority MPA students.	Very Important Somewhat Important Not Important Miss Data Total	81.1% (116) 14.0% (20) 0.7% (1) 4.2% (6) 100%
Recruit and educate minority and women students in doctoral studies for future faculty positions in MPA programs.	Very Important Somewhat Important Not Important Miss Data Total	69.9% (100) 19.6% (28) 2.8% (4) 7.7% (11) 100%
Present positive role models of sucessful women/minority public administrators among MPA graduates.	Very Important Somewhat Important Not Important Miss Data Total	79.7% (114) 16.1% (23) 1.4% (2) 2.8% (4) 100%
Present positive role models of women/minority MPA faculty researchers.	Very Important Somewhat Important Not Important Miss Data Total	62.9% (90) 28.7% (41) 4.9% (7) 3.5% (5) 100%
Develop among MPA students a general sensitivity toward the concerns of women/minorities in the workforce (e.g. empowerment, sexual harassment, glass ceiling).	Very Important Somewhat Important Not Important Miss Data Total	77.6% (111) 16.8% (24) 2.8% (4) 2.8% (4) 100%
Develop among MPA faculty an enhanced awareness of attitudes, values and expectations of women and minority MPA students.	Very Important Somewhat Important Not Important Miss Data Total	69.9% (100) 23.1% (33) 4.9% (7) 2.1% (3) 100%
Provide an opportunity for the mainstreaming of women/minority MPA students.	Very Important Somewhat Important Not Important Miss Data Total	46.2% (66) 21.7% (31) 7.7% (11) 24.5% (35) 100%
Make MPA students aware of empirical studies dealing with women and minorities in the public service work force.	Very Important Somewhat Important Not Important Miss Data Total	45.5% (65) 44.8% (64) 7.0% (10) 2.8% (4) 100%
Make MPA students aware of intellectual issues involving cultural diversity in a cross-national perspective.	Very Important Somewhat Important Not Important Miss Data Total	50.3% (72) 39.2% (56) 6.3% (9) 4.2% (6) 100%

* Tabulated from responses to question number 4.

Table No. 4

PERCEIVED EFFICACY OF INSTRUCTIONAL STRATEGIES*

Instructional Strategies	Perceived Efficacy	
Reading and analysis of social science literature dealing with the attitudes, values and expectations of women/minorities.	Very Important Somewhat Important Not Important Miss Data Total	39.2% (56) 46.9% (67) 9.8% (14) 4.8% (6) 100%
Watching and analyzing audio-visual material on the women/minority employees.	Very Important Somewhat Important Not Important Miss Data Total	19.6% (28) 58.0% (83) 14.7% (21) 7.7% (11) 100%
Presentation of women/minority guest faculty in classroom settings.	Very Important Somewhat Important Not Important Miss Data Total	49.7% (71) 32.9% (47) 10.5% (15) 7.0% (10) 100%
Featuring classroom presentations by high-level female/minority public officials.	Very Important Somewhat Important Not Important Miss Data Total	60.8% (87) 29.4% (42) 4.9% (7) 4.9% (7) 100%
Conducting field studies involving students' interviews with women/minority administrators.	Very Important Somewhat Important Not Important Miss Data Total	32.2% (46) 49.0% (70) 11.2% (16) 7.7% (11) 100%
Developing specific courses on public policy issues of interest to women and minorities.	Very Important Somewhat Important Not Important Miss Data Total	31.5% (45) 38.5% (55) 23.7% (33) 7.0% (10) 100%
Presentation of case studies involving women/minorities in several core MPA classes (e.g. Organizational Behavior, Personnel).	Very Important Somewhat Important Not Important Miss Data Total	62.2% (89) 32.9% (47) 0.7% (1) 4.2% (6) 100%

* Tabulated from responses to question number 5.

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Table No. 5

LIST OF READING AND AUDIO-VISUAL MATERIALS
ON CULTURAL DIVERSITY CITED BY RESPONDENTS

1. Video tapes on diversity
2. CRM films
3. Yes workforce 2000 material
4. Video on sexual harassment includes African-American roles
5. Three-part tape series "Valuing Diversity".
6. Video on discrimination
7. Copland's "Valuing Diversity Tapes"
8. Film "Eye of the Beholder"
9. "The Mosaic Workplace" video

Table No. 6

OPEN-ENDED COMMENTS ON THE WOMEN/ETHNIC MINORITY GUEST LECTURERS*

1. Comments from students very positive, especially from black students after black speakers.
2. Very Positive.
3. Students found it extremely helpful to see issues from the perspectives of a minority representative.
4. Not very useful.
5. Very effective.
6. Very effective, especially to older students.
7. Very important for students to see successful role models.
8. Modestly successful.
9. Hard to measure - probably somewhat useful.
10. Of some value.
11. No, we have women and ethnic minorities on our own faculty.
12. Very useful and beneficial. This is something I do in all of my classes.
13. Unknown.
14. Can be quite useful.
15. So-so they are less concerned than we are.
16. I had a black woman from CAO's office. She impressed the whole class with her expertise and achievements.
17. Pretty hard to judge in the short run.
18. Mixed.
19. I believe it has very useful, positive (thought indirect) effect.
20. Minorities, including the handicapped are excellent role models. We use them a lot. This includes Governor Wilder.
21. Speakers addressed specific women's issues. Somewhat effective.
22. We looked at contribution to specific topic, not diversity.
23. Useful as role models.
24. We strive to bring in a diverse set of speakers.
25. We have an adjunct ethnic minority woman teach with us. One class per year. She has proven to be more effective than class visitors.
26. Possibly useful. On the other hand, metaphorically speaking, sex and race may not make much difference if the lecture is on relativity theory.

* Have you recently had women/ethnic minorities as guest lecturers in your MPA classes?

Table No. 7

OPEN-ENDED COMMENTS UPON HBCU FACULTY AS GUEST LECTURER*

1. We do provide cross-registration with an HBCU nearby.
2. We have constant contact with the chair and one faculty from an HBCU.
3. HBCU faculty as visiting faculty can be very useful for certain purposes.
4. Have had contact with HBCU faculty, but they do not have MPA program. They are polite, but resistant. Need to build relationships over time.
5. This year we have an African-American as a visiting professor.
6. If it is impossible to recruit full-time, tenure track persons who are black, then it might be useful. It is a poor substitute for having such persons. We have had and have lost to more prestigious and affluent places.
7. It is a good idea. We have no money for doing it.
8. I believe that visiting faculty would be very useful.
9. We have worked closely with HBCU schools to recruit new full-time students.
10. HBCU faculty as visiting faculty is not useful.
11. Our department's Minority Affairs Committee has done this primarily to recruit new MPA/Graduate students.
12. With our limited budget, we are not presently able to offer faculty exchange.

* Have you recently had any professional contact with any MPA faculty members located in historically black colleges (HBCU)?

Table No. 8

ADDITIONAL OPEN-ENDED COMMENTS ON CULTURAL DIVERSITY IN MPA PROGRAMS*

1. "It does not matter what one will be doing in the future, one will be doing it with subordinates, peers and superiors more diverse than today's."
2. "This survey seems to be based on the premise that extraordinary special treatment needs to be accorded to women/minorities in MPA programs. I think the premise is a mistake and its acceptance is patronizing to its targets and in the long-run destructive of public service in the U.S."
3. "Not all faculty members in department/school support/integrate cultural diversity into their instructions."
4. "This is a very important topic and deserves more attention."
5. "The more conspicuous you make cultural diversity innovations, the more students will resist them. Lectures, videos, speakers, etc., should be integrated into the curriculum, not treated separately."
6. "It is very important that MPA programs are considering to offer cultural diversity as an elective course."
7. "I applaud your efforts."
8. "I would be offended if asked to speak as visiting a class just because of my gender."
9. "Attitudes ought to change, people of diverse backgrounds should be treated as an asset, not something to tolerate only."
10. "It is extremely important that all MPA students should be made aware of all major cultural differences."
11. "You often need to work with and sensitize majority male faculty. Some can be very biased."
12. "I am uncomfortable with efforts to artificially induce cultural diversity in an academic setting."
13. "Economy governs opportunity."
14. "There is a great need to include Hispanic cultural issues."
15. "This survey makes me realize that we are far behind the times."
16. "I think either a single course or a module in every course would be about the right level of curriculum emphasis."
17. "To try and continually harp on this issue to Ph.D. trained, diverse faculty in a diverse institution is perceived to be professionally insulting to our staff. Let us set to the substantive issues not the side shows."
18. "Native Americans are especially ignored."

* Do you have any additional comments on "Cultural diversity in MPA programs?"

V.
IMPACT OF THE NASPAA SUPPORTED PROJECT

The original grant proposal to NASPAA had a limited set of objectives. The actual outcomes of this project have produced a series of positive impacts on ISU's MPA program, its faculty and the MPA students. The faculty and MPA students responded to an open-ended questionnaire. A tabulation of these responses is provided below.

MPA STUDENT/FACULTY VIEWS OF PROJECT

An open-ended questionnaire was administered to all student and faculty members attending the presentations by the visiting HBCU faculty presenters. The following is a thematic content analysis of their comments. These are indicative of the range of opinions expressed.

Table No. 9
THEMATIC CONTENT ANALYSIS OF OPEN-ENDED COMMENTS ABOUT THE PROGRAMS

* Learned more about research on black populations.
* More women and minorities should be recruited as MPA faculty.
* Gained new knowledge about women/blacks.
* We need more minority/women speakers.
* This type of program should be institutionalized.
* More research should be done by ISU faculty and MPA students on these topics.
* Research concerns of graduate students and faculty should incorporate cultural diversity issues.
* These types of programs cannot be a substitute for more minority/women faculty at ISU.
* The video tapes of these lecturers should be made available to other groups for viewing.
* We should explore collaborative research and faculty exchanges with HBCUs.
* MPA program has gained visibility for its initiatives in cultural diversity.

OTHER OUTCOMES OF THE PROJECT

* Indiana State University's MPA program is currently involved with two other HBCUs (Kentucky State University and Jackson State University) in developing joint research proposals which are scheduled for submission to sponsoring agencies in Fall 1992.

* The local news media in Terre Haute covered the events associated with this project giving visibility to NASPAA's cultural diversity innovation programs.

* The Center for Governmental Services has already disseminated the summaries of two lectures that were presented by these visiting African-American MPA faculty (in the form of newsletter articles.) Two other lectures are planned for dissemination in 1992-93.

* All four lectures were videotaped for later use by ISU faculty/students and for possible use by other institutions.

* The MPA Faculty survey conducted by ISU as an integral part of this project has provided empirical data about the views of MPA faculty about cultural diversity issues.

* A comprehensive bibliography on "Cultural Diversity" is being prepared by the Center for Governmental Services for release in Spring 1993.

* The programs of this project have been documented in an on-line data base titled "Diversity on-line [DION]" which is maintained by the Indiana State University library.

* A graduate seminar titled "Gender, Ethnicity and Public Policy" has been offered by a member of the MPA faculty of Indiana State University.

* A workshop on "On-line Data-base Search" has been scheduled on ISU campus (November 6, 1992). This workshop will include utilization of data-bases of special interest to HBCU faculty.

* The MPA program at ISU has received inquiries from more African-American students for admission than in the past.

* More international students including two AID nominees have entered the MPA program at ISU.

* A scholar on "third world women" has made a presentation to MPA students in Fall 1992.

VI.
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Appendix A.

Public Relations Brochures (Woods, Jordan, Hollis, Moreland-Young)

Center for Governmental Services
Political Science Department
INDIANA STATE UNIVERSITY

INVITES YOU TO
Fourth Distinguished Lecture under the auspices of
NASPAA Cultural Diversity Grant Program*

BLACK FEMALE LEADERS IN JACKSON, MISSISSIPPI: AN ANALYSIS OF ETHNIC LEADERSHIP IN AN URBAN COMMUNITY

By
Dr. Curtina Moreland-Young, Ph.D. (University of Illinois)

Professor of Public Policy and Administration and,
Director of Public Policy and Administration Programs
Jackson State University, Jackson, Mississippi
Formerly, Research Associate, Dubois Institute (Harvard University) and
Rockefeller Foundation Fellow

Moderator: **Professor Warren Swindell, Ph.D. (Iowa)**
Director, Afro-American Studies Center, Indiana State University

April 30, 1992 (Thursday) 7:30 P.M.
Multicultural room, Afro-American Culture Center
Indiana State University
551 North 9th Street
Terre Haute, Indiana

* This grant to the MPA program at Indiana State University has also been awarded by the National Association of Schools of Public Affairs and Administration (NASPAA) to promote cultural diversity in the MPA programs of four other selected universities in the United States during the 1991-1992 academic year. For additional information call Mary Richmond, Center for Governmental Services, (812) 237-2436 or 800-444-4723, ext. 2430 (nationwide).

Co-sponsors: Wabash Valley Public Administration Society
Affirmative Action Office, Indiana State University
Afro-American Cultural Center, Indiana State University

Reception following sponsored by the Afro-American Cultural Center
OPEN TO THE PUBLIC

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Center for Governmental Services
Political Science Department
INDIANA STATE UNIVERSITY

INVITES YOU TO
The Third Distinguished Lecture under the auspices of
NASPAA Cultural Diversity Grant Program*

ROLE OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN DEVELOPING PUBLIC SECTOR MANAGERS FOR THE CULTURALLY DIVERSE WORKFORCE: 2000

By
Dr. Lois B. Hollis, Ph.D. (Atlanta University)
Professor of Public Administration and,
Coordinator of MPA Program
Albany State College, Georgia
Formerly Merrill Scholar at London School of Economics and Political Science

Moderator: **Professor Samory Rashid, Ph.D.(University of Chicago),**
Assistant Professor of Political Science, Indiana State University

April 9, 1992 (Thursday) 7:30 P.M.
Multicultural room, Afro-American Culture Center
Indiana State University
551 North 9th Street
Terre Haute, Indiana

* This grant to the MPA program at Indiana State University has also been awarded by the National Association of Schools of Public Affairs and Administration (NASPAA) to promote cultural diversity in the MPA programs of four other selected universities in the United States during the 1991-1992 academic year. For more information about the activities planned in this project in Spring 1992, call Mary Richmond, Center for Governmental Services, (812) 237-2436 or 800-444-4723, ext. 2430 (nationwide).

Co-sponsors: Wabash Valley Public Administration Society
Affirmative Action Office, Indiana State University
Afro-American Cultural Center, Indiana State University

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Center for Governmental Services
Political Science Department
INDIANA STATE UNIVERSITY

INVITES YOU TO
Second Distinguished Lecture under the auspices of
NASPAA Cultural Diversity Grant Program*

LIFE STRESS AMONG BLACK MALES IN AMERICA: IMPLICATIONS FOR HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SECTOR

By
Dr. Kenneth A. Jordan, Ph.D. (University of California, Berkeley)

Associate Professor of Public Administration and,
Associate Director of MPA Program
Savannah State College, Georgia

Moderator: **Professor Warren Swindell, Ph.D. (Iowa)**
Director, Afro-American Studies Center, Indiana State University

February 27, 1992 (Thursday) 7:30 P.M.
Multicultural room, Afro-American Culture Center
Indiana State University
551 North 9th Street
Terre Haute, Indiana

* This grant to the MPA program at Indiana State University has also been awarded by the National Association of Schools of Public Affairs and Administration (NASPAA) to promote cultural diversity in the MPA programs of four other selected universities in the United States during the 1991-1992 academic year. For more information about the activities planned in this project in Spring 1992, call Mary Richmond, Center for Governmental Services, (812) 237-2436 or 800-444-4723, ext. 2430 (nationwide).

Co-sponsors: Wabash Valley Public Administration Society
Affirmative Action Office, Indiana State University
Afro-American Cultural Center, Indiana State University

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Center for Governmental Services
Political Science Department
INDIANA STATE UNIVERSITY

INVITES YOU TO
a Distinguished Lecture under the auspices of
NASPAA Cultural Diversity Grant Program*

AFRICAN-AMERICAN STATE ADMINISTRATORS: PROFESSIONAL VALUES & SOCIAL COMMITMENTS

By
Dr. Don Anthony Woods, Ph.D.
(Graduate School of Public and International Affairs,
University of Pittsburgh)
Professor of Public Administration and Associate Director,
Center for International and Public Policy Research
School of Public Affairs
Kentucky State University

Moderator: **Professor Warren Swindell, Ph.D. (Iowa)**
Director, Afro-American Studies Center, Indiana State University

November 14, 1991 (Thursday) 7:30 P.M.
Room 102, Holmstedt Hall

* This grant to the MPA program at Indiana State University has also been awarded by the National Association of Schools of Public Affairs and Administration (NASPAA) to promote cultural diversity in the MPA programs of four other selected universities in the United States during the 1991-1992 academic year. For more information about the activities planned in this project in Spring 1992, call Mary Richmond, Center for Governmental Services, (812) 237-2436 or 800-444-4723, ext. 2430 (nationwide).

Co-sponsors: Wabash Valley Public Administration Society
Affirmative Action Office, Indiana State University
Afro-American Cultural Center, Indiana State University

Reception following sponsored by the Afro-American Cultural Center
Indiana State University
551 North 9th Street
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Appendix B.

Press Coverage of the Project

FEBRUARY 10, 1992

Stress among black males topic of lecture

"Life Stress Among Black Males in America: Implications for Human Resource Management in the Public Sector" is the title of a Feb. 27 presentation at ISU.

Kenneth A. Jordan, associate professor of public administration and acting associate director of the MPA Program, Savannah State College, Savannah, Ga., will be the featured speaker for the 7:30 p.m. lecture, in the multicultural room of the Afro-American Cultural Center.

Jordan received his bachelor's degree from North Carolina Central University and his master's and doctoral degrees from the University of California-Berkley. He specializes in the area of urban-economic geography.

The lecture is sponsored by the ISU Master's in Public Administration Program in conjunction with the Wabash Valley Public Administration Society, the ISU Affirmative Action office and the Afro-American Cultural Center.

His presentation, which is free and open to the public, also is a part of the University's celebration of Black History Month.

Jordan's is the second in a series of four distinguished lecturers to appear on southern Indiana campuses as part of the National Association of Schools of Public Affairs and Administration's (NASPAA) Cultural Deversity Innovation Grant program.

This is the second presentation hosted by ISU. Two remaining lectures will be conducted later this spring at Vincennes University and the University of Evansville, respectively.

The MPA Program at ISU was awarded a $5,000 grant last October for its proposal to foster collaborative relationships between ISU and historically black colleges and universities.

A reception will follow the lecture at the center.

For more information about this or future speakers, call Mary Richmond at the ISU Center for Governmental Services, extension 2456.

MPA lecture to discuss stress

"Life Stress Among Black Males in America: Implications for Human Resource Management in the Public Sector" is the title of a Feb. 27 presentation sponsored by the Master's in Public Administration (MPA) Program.

Kenneth A. Jordan, associate professor of public administration and acting associate director of the MBA Program, Savannah State College, Savannah, Ga., will be the featured speaker for the 7:30 p.m. lecture in the multicultural room of the Afro-American Cultural Center.

His is the second in a series of four distinguished lecturers to appear on southern Indiana campuses this year as part of the National Association of Schools of Public Affairs and Administration's (NASPAA) Cultural Diversity Innovation Grant program.

The lecture, which is free and open to the public, is also sponsored by the Wabash Valley Public Administration Society, the ISU Affirmative Action office and the Afro-American Cultural Center.

This is the second presentation hosted by ISU. Two remaining lectures will be conducted later this spring at Vincennes University and the University of Evansville, respectively.

A reception will follow the lecture at the center. For more information, call Mary Richmond, extension 2456.

Cultural diversity new focus of college's degree program

A proposal to promote cultural diversity in the master's of public administration program at Indiana State University may become a model for similar institutions.

At an annual meeting of the National Association of Schools of Public Administration and Affairs earlier this month, five Cultural Diversity Innovation Grants were presented.

ISU's master's program was on the receiving end of one of them.

In addition, program Director Maninder K. Mohapatra was told that ISU's proposal was the most innovative and would be considered the model program at next year's meeting.

Each $5,000 grant will be used to implement academic programs discussed in each proposal by April 30. Twenty-five institutions applied for the five awards.

"The program we have proposed is designed to foster collaborative relationships between ISU and historically black colleges and universities," said Mohapatra, who also is director of the ISU Center for Governmental Services.

Boosting one of the best MPA proposals in the country is only part of the success story for the ISU program. Next October, its proposal will be monitored for an even greater honor.

"A copy of our proposal will be circulated among all NASPAA program directors in the country to be reviewed as a model proposal," he said.

As part of the project, three faculty researchers from historically black colleges will make presentations to MPA students and conduct seminars with faculty on the strategies of promoting cultural diversity in MPA programs.

Of the four seminars, two will be conducted at ISU, one at Vincennes University and one at the University of Evansville. The first presentation in the series is at 7:30 p.m. Nov. 14 in Holmstedt Hall, Room 102.

Dan A. Wanis, Kentucky State University professor of public administration and associate director of the Center for International and Public Policy Research, will discuss "African-American State Administrators: Professional Values and Social Commitments."

Other seminars will be conducted during the spring semester. All events are free and open to the public.

For more information, call the Center for Governmental Services at (812) 237-2456, or toll-free at 1-800-444-4738, Ext. 2456.

Center for Governmental Services to sponsor lecture on ethnic leadership

The Center for Governmental Services at Indiana State University will sponsor "Black Female Leaders in Jackson, Mississippi: An Analysis of Ethnic Leadership in an Urban Community" April 30.

The lecture, free and open to the public, is at 7:30 p.m. in the Multicultural room of the Afro-American Cultural Center, 551 N. 9th St. A reception will follow.

Dr. Curtina Moreland-Young, program director of public policy and administration at Jackson State University, will be the featured speaker.

A Kellogg and Lilly Foundation Fellow and Rockefeller Foundation Scholar, Young was selected by Ebony magazine as one of the 10 women most likely to have an impact on the 1990s.

She is also listed in "Who's Who Among American Women."

She is the author of several publications and proposals, including, "The View From the Bottom: A Descriptive Analysis of the Jackson Campaign Efforts" and "The Powerful Oppressed: A Study of African-American Female Leaders in Jackson, Mississippi."

She is currently working on "Environmental and Historical Influences on the Efficacy of Female Managers"; "Development, Poverty and Financial Effectiveness in Nigeria"; and "Multicultural Management."

The fourth presentation in the Cultural Diversity Distinguished Lecture Series, the series was made possible by a grant to the Master's of Public Administration (MPA) program at ISU by the National Association of Schools of Public Affairs and Administration (NASPAA).

For more information on the lecture, please call Mary Richmond, Center for Governmental Services, at 2456

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Appendix C.

Summaries of the Two Presentations by HBCU Scholars

Center for Governmental Services
INDIANA STATE UNIVERSITY
Terre Haute, Indiana 47809

Editor: James L. McDowell Associate Editor: Mary T. Richmond

Fall 1992 A Research Newsletter for the Public Administration Community Vol.II, No. 1.

AFRICAN-AMERICAN ADMINISTRATORS, VALUES AND DEMOGRAPHIC CHARACTER'STICS IN THE COMMONWEALTH OF KENTUCKY*

By
Don Anthony Woods, Ph.D. (Pittsburgh)
Professor of Public Administration
School of Public Affairs
Kentucky State University

I. INTRODUCTION

If one lives, works and plays in America over an extended length of time, one then becomes changed or molded by the process of acculturation. That is, simply stated, individuals or groups of individuals tend to act or react and behave according to the dictates of environmental influences in their macro environment. This process can be thought of in terms of behavior modification, which occurs as the result of forces and influences entering the micro environment from the macro environment. These forces and influences create within the individual a series of indicators designed to control and adjust behavior according to what one normally perceived as cultural norms. It is important to note that this process begins at birth and is constant until death.

The process as described above is the process of value formulations. It is the development of a set of norms by which we behave in any given situation. One's values of value system provides the basis upon which thoughts are formulated, analyzed and transformed into decisions. This behavioral process is maintained in a constant mode regardless of the situation, regardless of reward, and regardless of the environment in which one is performing.

The study at hand is an attempt to measure and analyze the values of respondents of a specific population group within the context of their professional life. Admittedly, the sample is small and in the minds of some readers and researchers voids any attempts to claims of significance. Therefore, there will be no attempt to infer commonality of behaviors across a population spectrum, rather all inferences will be confined to the case at hand. [See bibliography for related studies on African-American managers and administrators.]

* This paper has utilized survey data collected for a research project supported by the National Science Foundation Grant (NoRII87040-15) awarded to the School of Public Affairs, Kentucky State University (1987-1990). The author is fully responsible for the analyses presented in this paper. The National Science Foundation, Kentucky State University and Indiana State University are not responsible for the analyses and recommendations presented in this working paper.

II. RESEARCH OBJECTIVES

This project is specifically concerned with what the researchers have labeled as public service values and how these values are perceived by African-American administrators operating within the public sector (Mohapatra, et. al. 1990). Thus, we will focus this paper on the same in a case study of African-American Public Administrators employed by the Commonwealth of Kentucky. Between 1988 and 1990 four researchers at Kentucky State University initiated a project funded by the National Science Foundation. The project was entitled, "Managerial Training as a Correlate of Professional Development Among Managers in State Government of Kentucky." It is from this study that our concepts of public service values is framed.

III. DATA SOURCES

The sample population for this study is drawn from the much longer National Science Foundation project. Respondents indicating an African-American origin were isolated. The National Science Foundation project from which our data evolves had a total of 1409 respondents. A total of 46 respondents recorded their ethnicity as African-Americans, therefore, 46 or 3.2 percent are African-Americans. A series of nine indicators were formulated under the heading of public services values. The operationalization of public service values as a major variable in the aforementioned study centers around the attitudes, belief, structure and principles of public administrators in their relationship with their client population. It is maintained that the level and quality of services rendered by the public administrator is in direct proportion with the level of expectation emanating from the client population.

IV. DATA ANALYSIS

Twenty one males responding nine or 42.9 percent strongly agree that political pull is an important factor in determining the quality and level of service a client might

receive. The significant difference between the male and the female administrators is as noted in the above table, only three of the 18 female participants responding strongly agree with this issue. It is, however, interesting to note that one-third, (33.3%), of the male respondents strongly disagree as did five or 27.8 percent of those female administrators responding to item four.

Across the board, the respondents agreed that democratic principles can be applied to government employees. The data suggested no significant difference based on gender, age or education. Item six states that government officials and agencies should be concerned with public opinion concerning their agencies. To this item a total of 40 participants responded. The only significant difference is observed in the age group 40-44 years of age. Of the ten respondents falling in this age group, four either somewhat or strongly disagreed with the statement. Again, according to the data collected there tends to be a strong argument with the statement regardless of the differences existing among the participants.

In item seven, an attempt was made to measure the participants perception regarding the level of knowledge among citizens concerning decision making. Again, the major significance appears to be according to gender. A total of 22 males responded to the statement. Of that number five or 22.7 percent strongly agrees that citizens are ignorant about decision making. Seven of 22 agreed somewhat with the statement. These figures factor out to be 22.7 and 31.8 percent respectively. In so far as the female respondents are concerned nine out of a total to 19 strongly agree while 10 out of 19 agree somewhat. While the distribution among male respondents appears to be somewhat evenly spread across the four possible response selections, with the exception of row two (somewhat agree), the same cannot be argued regarding female respondents. As illustrated above, all female respondents either strongly agree or somewhat agree with item seven.

With regard to item eight, stating that "government agency officials should be responsive to the legitimate requests of elicited officials about the problems of their constituents," here again no variance could be observed in the data. Without exception, all respondents either strongly or somewhat agree with the positions set forth by item eight.

In responding to the ninth and final indicator which seeks to measure the participants perceptions of merit were political pull we find the following. A total of 40 administrators responded. An analysis of their responses strongly suggest similar views and attitudes regarding the influence of political pull on the merit system. The only deviation from this trend occurs according to gender. Then 20 out of 22 males respondents strongly agree that political pull outweighs merit. Eight or 36.4 percent of male respondents indicated their disagreement with statement. Five of the eight males disagreeing are between 35 and 19 years of age suggesting a slight significance based on age. The educational variable tended to have no impact on the distribution of responses among male administrators.

Female administrators responding, lean heavily toward strongly or somewhat agreeing with the statement. Eight and fifteen or 44.4 and 38.9 percent respectively responded accordingly. Therefore, while 73.2 percent of male administrators strongly or somewhat agree, 83.3 percent of the female administrators believe that the merit system is outweighed by political pull.

CONCLUSIONS

This study was designed to measure the relationship between the professional values and attitudes and perceptions of African-American administrators employed by the Commonwealth of Kentucky. Utilizing the sample statistical analysis, namely frequency distribution and cross tabulation of variables, we arrived at the following conclusions.

First, there appears to be little conflict between the universally excepted moral values and the professional values of those administrators participating in this study. However, although all the participants are members of an ethnic group and share, as stated earlier, similar culturally based values, there does appear to be some variance within the group. Significant is the differences in views and attitudes based on gender. The variables of age level of education appear to have little significance as evidenced by the data upon which this conclusion is drawn. Based on the data presented it would appear that the African-American female administrator is less moderate in their attitudes and views toward the level of knowledge of the client being served and in the relationship between politic and merit. One might conclude from their response that the general public possess little or no knowledge regarding the intricacies of government at least of government from an administrative perspective. Likewise, the data suggest an absence, at least in the opinion of those female participants involved in this study, of a merit system or a functional merit system not denoted by political influences.

The difference in opinion between the African-American male and female administrators can be traced back to the formulation of their moral values. Contrary to popular belief, the African-American boy and girl child are subjected to different influences from both the macro and the micro environment. There are different levels of expectations as well as differences in their degree of acceptance. More effort from the dominant culture has been asserted toward the acculturation of the African-American female child than toward the male child.

While this statement cannot be documented, it is, nonetheless, true, as it tends to be a part of the African-American experiences in America. The views and opinions of the African-American female are more widely accepted by the dominant culture as she is thought to be less of a threat than her male counterpart. Therefore, society has sought to elevate her to positions of responsibility, while at the same time relegating the African-American male to more subordinate positions. An indication of this can be observed in the almost equal number of African-American

administrators participating in this study. While it is not our intent to engage in a comparative study between African-American administrators in Kentucky and their white counterparts we do strongly maintain that the level of equality as referred above does not exist in white male and female administrators working for the same employer.

Our final conclusion suggests the need for more Afrocentric based studies into the views and values of African-American public administrators. The absence of any reference to the literature in this study tends to reinforce this need. One cannot gain a true or professional insight of a people through a process which factors out cultural and traditional influences. The African-American public administrator most certainly male, must seek not to be a perpetuator of the status quo. Rather he must unite with his female counterpart to become agents for change within the public sector. The rewards of his present status must not blind him to the value system that propelled this people from slavery to prominence. It is through and by their will, communication and forcefulness that the African-American people will one day enjoy on an equal basis the fruits and rewards of living under a governmental administrative system that is truly "of the people, for the people and by the people," all the time.

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This article is a summary of Dr. Don Woods' distinguished NASPAA Cultural Diversity Lecture delivered at Indiana State University in Fall, 1991, in the Afro-American Cultural Center.

Center for Governmental Services
INDIANA STATE UNIVERSITY
Terre Haute, Indiana 47809

Editor: James L. McDowell Associate Editor: Mary T. Richmond

March 1992 A Research Newsletter for the Public Administration Community Vol.I Special Issue

LIFE STRESS AMONG BLACK MALES IN AMERICA: IMPLICATIONS FOR HUMAN RESOURCES MANAGEMENT IN THE PUBLIC SECTOR

By
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Associate Director MPA Program
Savannah State College

INTRODUCTION

The travails of the African-American male have been exacerbated by the cumulative effects of nearly 250 years of slavery, 100 years of legally enforced segregation, and decades of racial discrimination and prejudice in every facet of American life. The "slave plantations" of 1897 have been transformed into "welfare plantations" of 1992. Urban ghettos are inhabited by increasing numbers of undereducated, unemployed, poor blacks who have been left behind by middle-class blacks whose economic status has enabled them to move into integrated urban and suburban areas outside the blighted neighborhoods of the inner city. These indigent individuals who are left behind have become high cost citizens because they are unable to pay for those essential services necessary for their survival, and the local government is incapable of delivering those vital services due to the shrinking tax base resulting from the exodus of disproportionate numbers of middle-class tax payers. Thus, with increased isolation from the black middle class and alienation from the white community, African-American inner-city ghettos have gradually become "welfare reservations" where black youth have few, if any, positive role models; where they lack access to high-quality educational, recreational, and cultural facilities; where they do not have job opportunities or adequate transportation.

STRESS AMONG BLACK MALES

The African-American male has always been subjected to an inordinate amount of the stresses and strains of life in order to survive. The social work dictionary describes stress as any influence that interferes with the normal functioning of an organism and produces some internal strain or tension. "Human psychological stress" refers to environmental demands or internal conflicts (or stressors) that produce anxiety.

People tend to seek an escape from the sources of these influences (called "stressors") through such means as defense mechanisms, avoidance of certain situations, phobias, somatization, rituals, or constructive physical activity.

While there is little doubt that prolonged experiences of powerlessness, unemployment, joblessness, welfare dependency, family disintegration, inadequate education, poverty, poor health and racial discrimination contribute to the level of anxiety and fatigue felt in one's life, what is unknown is the extent to which each of those factors can be used as indicators to predict adverse outcomes for black males attempting to cope with their situations.

Scholars and medical researchers agree that the disproportionate prevalence of poverty, unemployment, poor health conditions (including cirrhosis of the liver, diseases of the heart, hypertension and cardiovascular disorders, strokes, lung diseases, and mental illness) among black males is due, in part, to their lifestyle (Evans, 1990); but there is less agreement on the extent to which these socio-economic, psycho-emotional and physical conditions are internally imposed, externally directed, genetic, hereditary or health related in nature. Dr. Evans suggests that the death of fifty (50) percent of black males is due to the way they live. It is this writer's considered judgement that an explanation of the above typology of factors impacting the evolution of stressful environments is necessary.

FACTORS INFLUENCING STRESS AMONG BLACK MALES

Internally imposed factors are those that are self-induced or caused by the self-directed pattern of the black male's social, emotional and psychological existence. These include such factors as life style, drug and substance abuse, homicide, suicide, sexual promiscuity (including sexually-transmitted diseases) and low self-esteem. Internally imposed factors are further exacerbated by the socialization process to which minority group people in general and the black male in particular have been subjected to in this country. This socialization process is particularly traumatic and enduring on those of us who have been required to

grow up in those minority group communities commonly referred to as ghettos. The physical boundaries of these ghettos all too often find a counterpart in mental boundaries which serve to confine the intellectual process just as surely as the other boundaries tend to define the physical environment. The result of this confinement is frequently few choices beyond mere survival. Missing from this dreary environment are examples of positively oriented humans whom young African American males can emulate while retaining their self-respect. Instead, in looking around the so-called ghetto community, what the young black male sees, all too often, are criminal or quasi-criminal types projected as success figures. Thus, the foundation that so many contemporary African-American males need for a life of principle and self-respect is nearly totally absent. (Arrington, 1975).

Externally imposed factors are considered to be those conditions that are created, mitigated and sanctioned by the social, economic and political system itself which are largely outside one's immediate control. These include such factors as institutionalized forms of racism, economic discrimination, negative stereotypes and images projected by the media, residential segregation and unemployment.

Genetic or health related factors include conditions such as heart disease, cirrhosis of the liver, strokes, hypertension, lung diseases, cancer, mental illness and acquired immunodeficiency syndrome (AIDS).

The precise relationship or linkages among factors that are internally imposed, externally directed, hereditary or health related are beyond the scope of this paper. However, it should be pointed out that the conditions or symptoms associated with each level of stressors postulated in this analysis are neither intended to be mutually exclusive nor exhaustive but rather interrelated in such a manner that considering the impact of them holistically rather than singly may yield the highest level of predictability of actual human behavior.

IMPLICATIONS FOR HUMAN RESOURCES MANAGEMENT IN THE PUBLIC SECTOR

The human resource planners must seek innovative approaches of projecting and institutionalizing more positive and progressive images of the black male. Blacks in general, and the black male in particular, have to contend with the degrading image projected by the media. This image, created in the literature and minstrel-tent shows of the past, is today maintained and continually reinforced via television, racially exploitative wide-screen films, and the press. "For all of our presumed enlightenment, we are still encouraged to view the American black male as a shuffling buffoon, a sex-maddened rapist, neo-Mafioso, riotous militant, or drug crazed criminal recidivist" (Arrington, 1975). Public human resource planners and agency directors, must support methods and policies that attack myths and sterotypes surrounding the black male which project them as dumb, deprived, dangerous, deviant, dysfunctional and disturbed. Realizing that the media help form, to a great extent, the views of adult whites who are in positions of education, government, and industry to make critically important decisions affecting the courses of life that many black males take, it becomes increasingly necessary for public resource planners to devise and implement internal mechanisms that project the black male as a self-respecting, hard-working, decent, law-abiding and progressive human being. When a minority group is either totally ignored or projected in an unfavorable way because of the highly personal feelings and prejudices of a small number of journalists, media programmers and image manipulators, public resource planners and administrators should ask whether the question of free expression is being used. These public service professionals must understand that the effigy of black manhood is being assailed by writers, researchers and the compilers of statistics, most of whom are non-black, and leave black men no way to verify or validate the many reports being circulated about their past, their present and most importantly, their future. It is imperative that public service providers and human resource planners be sensitized to black cultural uniqueness. This notion does not call for abandoning the traditional affirmative action perspective grounded in motives of legal, moral, and social responsibility, but rather for the expansion of this perspective (Thomas, 1991). While special recruiting programs, mentoring programs, tracking, interning, and in-house training programs are extremely important, the contemporary and future manager and planner of human resources must avoid the traditional models of "mainstreaming," "assimilation" and "blending them in" and incorporate a management system that values diversity and considers employee differences as assets rather than liabilities. Managing diversity implies changing the culture of the organization rather than the culture of the people. Minorities in general and the black male in particular want to be themselves--preserve their own culture, heritage, and customs. They don't think being themselves should deny them opportunity. And they're right" (Preston, 1991). Managing diversity requires creating an environment that allows the people being managed to reach their full potential (Thomas, 1991). It allows organizations to develop steps for generating the natural capability to tap the potential of all employees. Another word for the process of tapping employees' full potential is "empowerment." As a way of thinking about human resources, managing diversity is new but is being considered as a necessary way for organizations to be effective and efficient in an increasingly competitive environment. The multicultural workforce of the future will require managers of any organization to provide diversity awareness and education for officers, directors and managers if they are to be able to attract and retain the best talent and make it possible for all employees to make their fullest contribution and maximize the productivity of the organization.

Finally, when decision makers and human resource planners are asked to respond to the question of why so many young black men are being locked up compared with small numbers of white men, they must not conclude that blacks have some inherent disposition to break the law;

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instead, they must be viewed as having been ghettoized into areas where engaging in violence or committing economic crimes are acts of survival (Rowan, 1990). In this context, hopefully legislators and planners will support policies that will create job training programs, job corps programs, set up head start programs and establish college scholarship funds for disadvantaged youth instead of using the resources of society to build new prisons which is significantly more costly than any of the former proposals.

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This article is a summary of Dr. Kenneth Jordan's distinguished NASPAA Cultural Diversity Lecture delivered at Indiana State University on February 27, 1992, in the Afro-American Cultural Center

Appendix D.

Copy of the National Survey Questionnaire

April 30, 1992

A 1992 NATIONAL SURVEY OF MPA FACULTY OPINION ON CULTURAL DIVERSITY IN THE WORKFORCE: 2000

Dear MPA Faculty:

As one of the four institutions receiving a 1991 NASPAA Cultural Diversity Grant, we are in the process of implementing this project at Indiana State University. As an integral part of these project activities, we are conducting a national survey of the MPA faculty. The purpose of this survey is to obtain the views of MPA faculty about various cultural diversity programmatic initiatives that are being planned or undertaken by universities around the country.

The attached questionnaire has been prepared to obtain your personal views about how individual MPA programs may contribute toward an effective culturally diverse workforce in local, state and federal public services by the year 2000. Should you have any questions about this survey, please call me at (812) 237-2430 or Mary Richmond (the Center Secretary/Librarian) at (812) 237-2436.

A postpaid envelope is enclosed for your response. Should you like to obtain the results of this survey, please ask us for a copy. The results of this survey will also be submitted to NASPAA as a part of our final grant report. Thank you for your participation.

Sincerely,

Dr. Manindra K. Mohapatra
Professor of Political Science
Director, MPA Program and
Center for Governmental Services

MKM:mr
enclosure

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A 1992 NATIONAL SURVEY OF MPA FACULTY OPINION ON CULTURAL DIVERSITY IN THE WORKFORCE: 2000

1. How familiar are you with the various programmatic initiatives being undertaken by MPA programs in response to the projected goal of cultural diversity in the work force by the year 2000? [check one]

   ____ Quite familiar ____ Somewhat familiar ____ Not very familiar

2. Is your MPA program developing or implementing any specific initiatives designed to promote cultural diversity in the public service workforce? (If so, please specify)
   ____ Please check here if you are currently serving as MPA Director.

3. In your opinion, how important would the following approaches be in helping MPA programs achieve culturally diverse work force by the year 2000? [Please check against each item and insert your comments.]

Programmatic Initiatives	Very Important	Somewhat Important	Not Important	Comments
Provide information about career opportunities to minority and women students who may enter an MPA program.				
Provide full financial support to qualified minority and women students to pursue an MPA degree on a full-time basis.				
Invite women and ethnic minority Public Administration faculty from other institutions to be occasional guest lecturers to MPA classes.				
Invite women and ethnic minority Public Administration faculty from other institutions to participate in one semester visiting appointments.				
Offer specialized courses about public policy issues relating to women/minorities.				
Incorporate reading material in regular MPA courses that reflect the concerns of women and minorities.				
Produce and utilize audio-visual material concerning minority/women employees and their expectations.				
Invite international students as occasional guest speakers to MPA courses on cross-cultural topics.				

4. Listed below are some instructional objectives for MPA classes that could be considered as helpful in developing general sensitivity toward cultural diversity in the workforce. In your opinion, how important is each of these objectives based upon your experience with the MPA students? [Check against each item and insert your comments.]

Instructional Objective	Highly Important	Somewhat Important	Not Important	Comments
Make MPA students aware of the attitudes, values and expectations of women and minority employees.				
Make MPA students aware of the expectations of the minority/women clients of public agencies.				
Develop leadership qualities among women and minority MPA students.				
Recruit and educate minority and women students in doctoral studies for future faculty positions in MPA programs.				
Present positive role models of successful women/minority public administrators among MPA graduates.				
Present positive role models of women/minority MPA faculty researchers.				
Develop among MPA students a general sensitivity toward the concerns of women/minorities in the workforce (e.g. empowerment, sexual harass-ment, glass ceiling)				
Develop among MPA faculty an enhanced awareness of attitudes, values and expectations of women and minority MPA students.				
Provide an opportunity for the mainstreaming of women/minority MPA students.				
Make MPA students aware of empirical studies dealing with women and minorities in the public service work-force.				
Make MPA students aware of intellectual issues involving cultural diversity in a cross-national perspective.				

5. Here is a list of instructional strategies that could be used in MPA classes to promote awareness of cultural diversity. In your opinion, how effective could each of these techniques be in MPA classes? [Please check against each item and insert your comments.]

Instructional Strategies	Very Effective	Somewhat Effective	Not Very Effective	Comments
Reading and analysis of social science literature dealing with the attitudes, values and expectations of women/minorities.				
Watching and analyzing audio-visual material on the women/minority employees.				
Presentation of women/minority guest faculty in classroom settings.				
Featuring classroom presentations by high-level female/minority public officials.				
Conducting field studies involving students' interviews with women/minority administrators.				
Developing specific courses on public policy issues of interest to women and minorities.				
Presentation of case studies involving women/minorities in several core MPA classes (e.g. Organizational Behavior, Personnel).				

BACKGROUND DATA

(For statistical purposes only)

Number of years teaching in MPA program _____ Number of women on your MPA faculty _____
(or other graduate level Public Administration program)

Your three favorite teaching specialties within your MPA program: 1) _____
2) _____ 3) _____

Gender: ___ male ___ female Ethnicity: ___ black ___ white ___ other (specify) _____

Number of ethnic minority on your MPA core faculty _____ Total number of MPA core faculty _____

Are you currently affiliated with any historically black college/university? _____

Have you recently taught any MPA classes with specialized reading or audio-visual materials on cultural diversity? Please cite any items which you found to be especially useful?

_____

_____

Have you recently had women/ethnic minorities as guest lecturers in your MPA classes? ___ yes ___ no
If yes, how useful was such presentation in promoting cultural diversity?

_____

_____

Have you recently had any professional contact with any MPA faculty members located in historically black colleges (HBCU)?

___ yes ___ no (If yes, please indicate your views about the usefulness of HBCU faculty as visiting faculty for cultural diversity instructions in MPA program.)

Do you have any additional comments on "Cultural diversity in MPA programs"?

THANK YOU FOR YOUR PARTICIPATION IN THE SURVEY.

For a copy of the results of this survey contact Mary Richmond (812-237-2430), Center for Governmental Services, Political Science Department, Indiana State University, Terre Haute, IN 47809

Appendix E.

List of Historically Black
Colleges and Universities with
Public Administration/Public Affairs/
Public Policy Graduate Programs

Albany State College, Albany, Georgia, 31705

Clark Atlanta University, Atlanta, Georgia, 30314

Grambling State University, Grambling, Louisiana, 71245

Howard University, Washington, D.C., 20059

Jackson State University, Jackson, Mississippi,39217

Kentucky State University, Frankfort, Kentucky, 40601

North Carolina Central University, Durham, North Carolina, 27707

Savannah State College, Savannah, Georgia, 31404

Southern University, Baton Rouge, Louisiana, 70126

Tennessee State University, Nashville, Tennessee, 37203

Texas Southern University, Houston, Texas, 77004

Tyler State University, Tyler, Texas, 75701

University of the District of Columbia, Washington, D.C., 20008

University of Virgin Islands, St. Thomas, Virgin Islands, 00802

*PRELIMINARY FINDINGS OF A 1992 SURVEY OF MPA FACULTY ON CULTURAL DIVERSITY ISSUES**

A RESEARCH REPORT FROM

THE CENTER FOR GOVERNMENTAL SERVICES

DEPARTMENT OF POLITICAL SCIENCE

INDIANA STATE UNIVERSITY
TERRE HAUTE, INDIANA 47809 (USA)
PHONE: (812) 237-2430

PRELIMINARY FINDINGS OF

A 1992 SURVEY OF MPA FACULTY

*ON CULTURAL DIVERSITY ISSUES**

Prepared for distribution at
1992 Annual Meeting of NASPAA
Cleveland, Ohio
October 22-24, 1992

Dr. Manindra K. Mohapatra
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* This survey was conducted by the Center for Governmental Services in support of the 1991-92 NASPAA Diversity innovation project at Indiana State University. The following MPA faculty at Indiana State University assisted in the development of the survey instrument: Chris Perry, Laurellen Porter, John Crittenden, Samory Rashid, Robert Puckett, Enamul Choudhury, and William Maxam. The graphs and tables in this report were prepared with the assistance of the staff of the Center for Governmental Services: Mary Richmond, Terry Soviak, and Jennifer Brown. Graduate Assistants: Chaqra El-Houcin, Brian Kerns, and Hung Thai Pham.

PRELIMINARY FINDINGS OF A 1992 SURVEY OF MPA FACULTY ON CULTURAL DIVERSITY ISSUES

ABSTRACT

(Manindra K. Mohapatra and James L. McDowell)
(Center for Governmental Services, Indiana State University)

The Center for Governmental Services of Indiana State University carried out a national survey of MPA faculty and administrators in Spring/Summer 1992. The purpose of this survey was to understand the orientations of the respondents toward Cultural Diversity issues related to the MPA program. A mail survey of 400 persons drawn from a national directory of MPA faculty/administrators produced a response rate of 35.75% (143). The survey items included respondents' professional association with MPA faculty located in Historically Black College and Universities. The findings of the survey in general indicated supportive orientations among the MPA faculty toward the goal of developing culturally diverse managerial workforce in the public sector.

RESPONDENTS' GENDER
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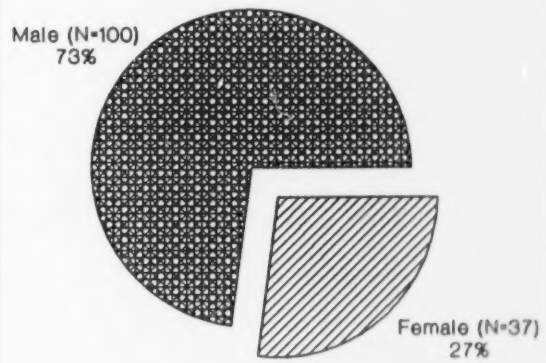

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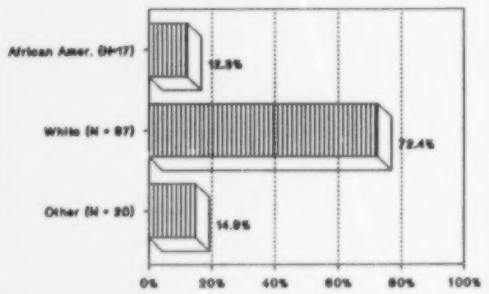

YEARS TEACHING IN MPA PROGRAM
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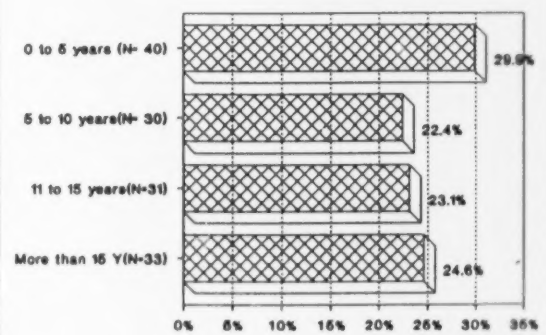
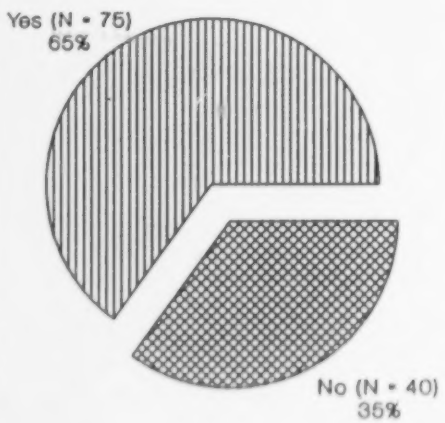
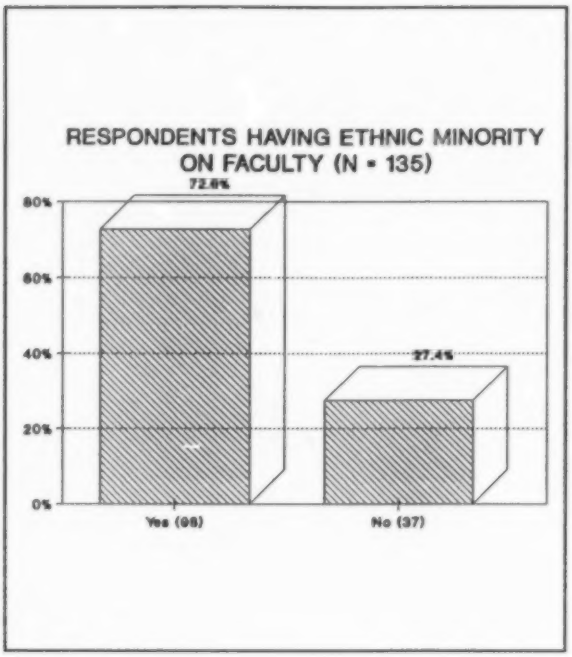
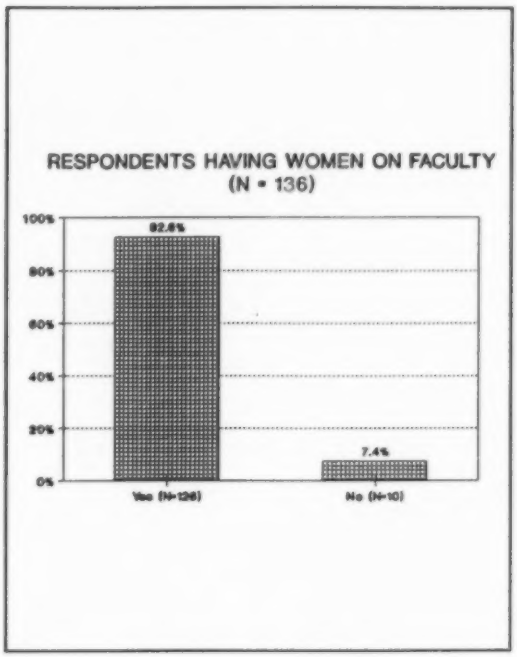
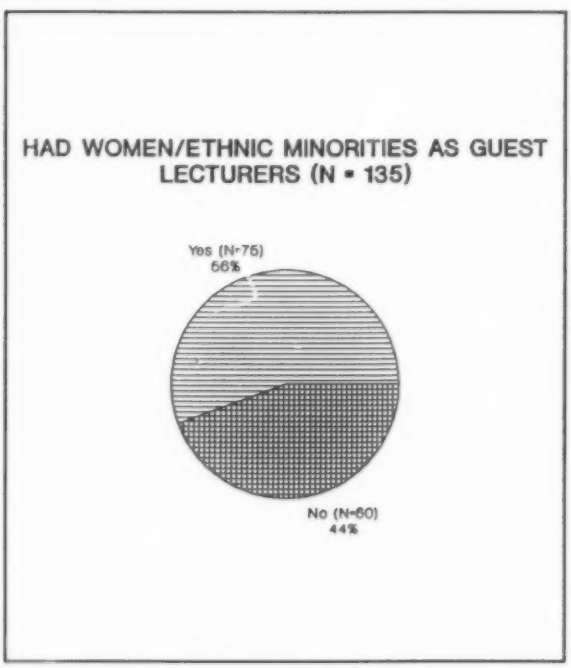


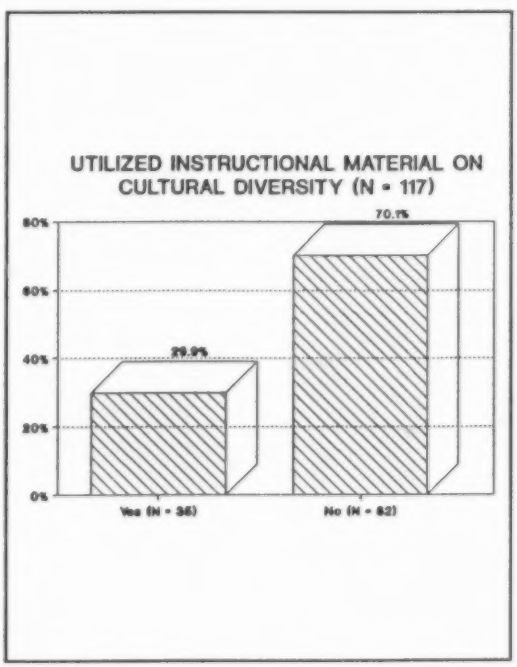
SERVED AS MPA DIRECTOR
N = 115

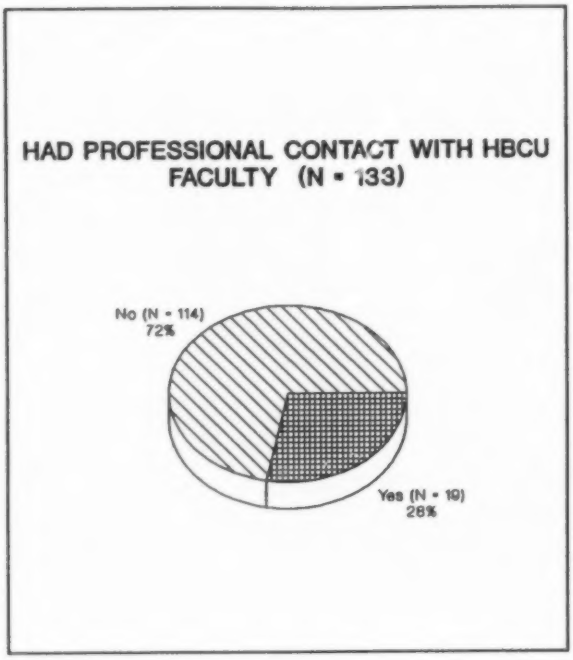


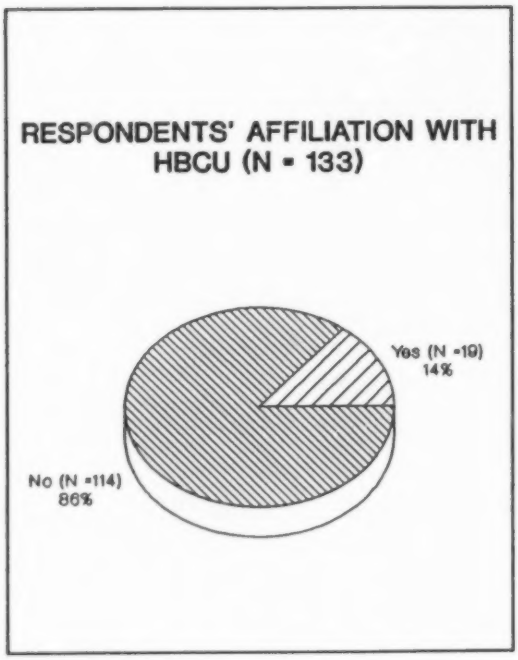

RESPONDENTS HAVING ETHNIC MINORITY ON FACULTY (N = 135)
72.6%
27.4%
80%
60%
40%
20%
0%
Yes (98)
No (37)

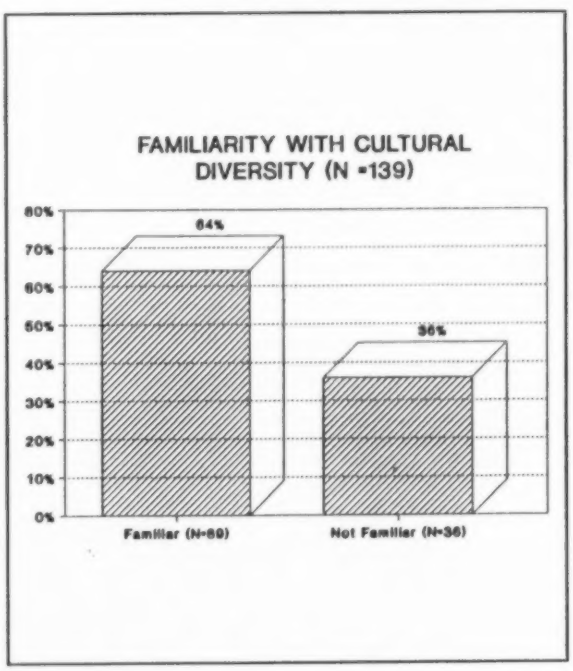

RESPONDENTS HAVING WOMEN ON FACULTY (N = 136)
92.6%
7.4%
100%
80%
60%
40%
20%
0%
Yes (N=126)
No (N=10)


HAD WOMEN/ETHNIC MINORITIES AS GUEST LECTURERS (N = 135)
Yes (N=75)
56%
No (N=60)
44%


UTILIZED INSTRUCTIONAL MATERIAL ON CULTURAL DIVERSITY (N = 117)
29.9%
70.1%
80%
60%
40%
20%
0%
Yes (N = 35)
No (N = 82)


HAD PROFESSIONAL CONTACT WITH HBCU FACULTY (N = 133)
No (N = 114)
72%
Yes (N = 19)
28%


RESPONDENTS' AFFILIATION WITH HBCU (N = 133)
Yes (N =19)
14%
No (N =114)
86%


FAMILIARITY WITH CULTURAL DIVERSITY (N =139)
80%
70%
60%
50%
40%
30%
20%
10%
0%
64%
36%
Familiar (N=69)
Not Familiar (N=36)

Brief Description of Survey

I.

Objective of Survey

The following were the objectives of this survey conducted in Spring/Summer 1992.

1. To have a general understanding of the views of MPA faculty and administrators about Cultural Diversity related issues in the MPA programs.

2. To specifically understand the views of MPA faculty about collaborative relationships with Historically Black Universities (HBCUs) in promoting cultural deiversity.

3. To understand their views about MPA instructional strategies in developing culturally diverse managerial workforce in the public sector.

4. To obtain open-ended suggesions from the survey respondents about promoting cultural diversity.

II.

Survey Procedure

Using the 1991 NASPAA faculty directory as the source four mutually exclusive stratified lists of persons included in this directory were prepared as below:

1. All MPA Directors (or other appropriate title holders).

2. All HBCU MPA faculty members.

3. All MPA faculty members located in institutions that received 1991 Cultural Diversity Innovation Grants.

4. All other MPA faculty not included in the above three lists.

Then a total sample of 400 persons was drawn from these four lists which included all persons listed in categories 1, 2, and 3. The remaining were drawn on a random basis from the fourth list. A copy of the actual question used in the survey is attached. A total of 143 usable responses were received and have been tabulated.

III.

Findings

The graphics and tabular presentations included in the following pages present the preliminary findings of this survey. In general, these findings indicate supportive orientation toward Cultural Diversity innovations in the MPA programs among the survey respondents. The open-ended comments of the survey participants were also helpful.

Table No. 1

BACKGROUND ATTRIBUTES AND BEHAVIORAL PROFILE OF THE SURVEY RESPONDENTS
(N = 143)

(I) Years Teaching in MPA Program
(N = 134)

Less than 5 years	29.9%
6 to 10 years	22.4%
11 to 15 years	23.1%
More than 15 years	24.6%
Total	100% (134)

(II) Reported Having Women Faculty
(N = 136)

YES	92.6%
NO	2.4%
Total	100% (136)

(III) Reported Having Ethnic Minority on Faculty
(N = 135)

YES	72.6% (98)
NO	27.4% (37)
Total	100% (135)

(IV) Respondents' Gender
(N = 137)

Male	73% (100)
Female	27% (37)
Total	100% (137)

(V) Respondents' Ethnicity
(N = 134)

Black	12.7% (17)
White	72.4% (97)
Other	14.9% (20)
Total	100% (134)

(VI) Reported Affiliation with HBCUs
(N = 133)

YES	14.3% (19)
NO	85.7% (114)
Total	100% (133)

(VII) Familiarity with Cultural Diversity Program
(N = 139)

YES	64% (89)
NO	36% (50)
Total	100% (139)

(VIII) Respondent served as MPA Director
(N = 115)

YES	65.2% (75)
NO	34.8% (40)
Total	100% (115)

(IX) Had Women/Ethnic Minority as Guest Lecturer in MPA Classes
(N = 135)

YES	55.6% (75)
NO	44.4% (60)
Total	100% (135)

(X) Utilized Instructional Material on Cultural Diversity
(N = 117)

YES	29.9% (35)
NO	70.1% (82)
Total	100% (117)

(XI) Reported having Professional Contact with HBCU Faculty
(N = 134)

YES	27.6% (37)
NO	72.4% (92)
Total	100% (134)

Table No. 2

PERCEIVED IMPORTANCE OF CULTURAL DIVERSITY INSTRUCTION PROGRAMS
(N = 143)*

Programs	Perceived Importance	
Provide information about career opportunities to minority and women students who may enter an MPA program.	Very Important Somewhat Important Not Important Miss Data Total	73.4% (105) 21.7% (31) 1.4% (2) 3.5% (5) 100%
Provide full financial support to qualified minority and women students to pursue an MPA degree on a full-time basis.	Very Important Somewhat Important Not Important Miss Data Total	69.9% (100) 23.1% (33) 2.1% (3) 4.9% (7) 100%
Invite women and ethnic minority Public Administration faculty from other institutions to be occasional guest lecturers to MPA classes.	Very Important Somewhat Important Not Important Miss Data Total	38.5% (55) 46.2% (66) 12.6% (18) 2.8% (4) 100%
Invite women and ethnic minority Public Administration faculty from other institutions to participate in one semester visiting appointments.	Very Important Somewhat Important Not Important Miss Data Total	39.2% (56) 40.6% (58) 14.7% (21) 5.6% (8) 100%
Offer specialized courses about public policy issues relating to women/minorities.	Very Important Somewhat Important Not Important Miss Data Total	33.6% (48) 42.0% (60) 20.3% (29) 4.2% (16) 100%
Incorporate reading material in regular MPA courses that reflect the concerns of women and minorities.	Very Important Somewhat Important Not Important Miss Data Total	64.3% (92) 31.5% (45) 1.4% (2) 2.8% (4) 100%
Produce and utilize audio-visual material concerning minority/women employees and their expectations.	Very Important Somewhat Important Not Important Miss Data Total	19.6% (28) 40.6% (58) 36.4% (52) 3.5% (5) 100%
Invite international students as occasional guest speakers to MPA courses on cross-cultural topics.	Very Important Somewhat Important Not Important Miss Data Total	25.9% (37) 44.8% (64) 23.1% (33) 6.3% (9) 100%

* Tabulated from responses to question number 3.

Table No. 3

PERCEIVED IMPORTANCE OF INSTRUCTIONAL OBJECTIVES*

Instructional Objective	Perceived Importance	
Make MPA students aware of the attitudes, values and expectations of women and minority employees.	Very Important Somewhat Important Not Important Miss Data Total	69.9% (100) 25.2% (36) 1.4% (2) 3.5% (5) 100%
Make MPA students aware of the expectations of the minority/women clients of public agencies.	Very Important Somewhat Important Not Important Miss Data Total	69.2% (99) 25.2% (36) 2.1% (3) 3.5% (5) 100%
Develop leadership qualities among women and minority MPA students.	Very Important Somewhat Important Not Important Miss Data Total	81.1% (116) 14.0% (20) 0.7% (1) 4.2% (6) 100%
Recruit and educate minority and women students in doctoral studies for future faculty positions in MPA programs.	Very Important Somewhat Important Not Important Miss Data Total	69.9% (100) 19.6% (28) 2.8% (4) 7.7% (11) 100%
Present positive role models of successful women/minority public administrators among MPA graduates.	Very Important Somewhat Important Not Important Miss Data Total	79.7% (114) 16.1% (23) 1.4% (2) 2.8% (4) 100%
Present positive role models of women/minority MPA faculty researchers.	Very Important Somewhat Important Not Important Miss Data Total	62.9% (90) 28.7% (41) 4.9% (7) 3.5% (5) 100%
Develop among MPA students a general sensitivity toward the concerns of women/minorities in the workforce (e.g. empowerment, sexual harassment, glass ceiling).	Very Important Somewhat Important Not Important Miss Data Total	77.6% (111) 16.8% (24) 2.8% (4) 2.8% (4) 100%
Develop among MPA faculty an enhanced awareness of attitudes, values and expectations of women and minority MPA students.	Very Important Somewhat Important Not Important Miss Data Total	69.9% (100) 23.1% (33) 4.9% (7) 2.1% (3) 100%
Provide an opportunity for the mainstreaming of women/minority MPA students.	Very Important Somewhat Important Not Important Miss Data Total	46.2% (66) 21.7% (31) 7.7% (11) 24.5% (35) 100%
Make MPA students aware of empirical studies dealing with women and minorities in the public service work force.	Very Important Somewhat Important Not Important Miss Data Total	45.5% (65) 44.8% (64) 7.0% (10) 2.8% (4) 100%
Make MPA students aware of intellectual issues involving cultural diversity in a cross-national perspective.	Very Important Somewhat Important Not Important Miss Data Total	50.3% (72) 39.2% (56) 6.3% (9) 4.2% (6) 100%

* Tabulated from responses to question number 4.

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Table No. 4

PERCEIVED EFFICACY OF INSTRUCTIONAL STRATEGIES*

Instructional Strategies	Perceived Efficiency	
Reading and analysis of social science literature dealing with the attitudes, values and expectations of women/minorities.	Very Important Somewhat Important Not Important Miss Data Total	39.2% (56) 46.9% (67) 9.8% (14) 4.8% (6) 100%
Watching and analyzing audio-visual material on the women/minority employees.	Very Important Somewhat Important Not Important Miss Data Total	19.6% (28) 58.0% (83) 14.7% (21) 7.7% (11) 100%
Presentation of women/minority guest faculty in classroom settings.	Very Important Somewhat Important Not Important Miss Data Total	49.7% (71) 32.9% (47) 10.5% (15) 7.0% (10) 100%
Featuring classroom presentations by high-level female/minority public officials.	Very Important Somewhat Important Not Important Miss Data Total	60.8% (87) 29.4% (42) 4.9% (7) 4.9% (7) 100%
Conducting field studies involving students' interviews with women/minority administrators.	Very Important Somewhat Important Not Important Miss Data Total	32.2% (46) 49.0% (70) 11.2% (16) 7.7% (11) 100%
Developing specific courses on public policy issues of interest to women and minorities.	Very Important Somewhat Important Not Important Miss Data Total	31.5% (45) 38.5% (55) 23.7% (33) 7.0% (10) 100%
Presentation of case studies involving women/minorities in several core MPA classes (e.g. Organizational Behavior, Personnel).	Very Important Somewhat Important Not Important Miss Data Total	62.2% (89) 32.9% (47) 0.7% (1) 4.2% (6) 100%

* Tabulated from responses to question number 5.

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Table No. 5

LIST OF READING AND AUDIO-VISUAL MATERIALS
ON CULTURAL DIVERSITY CITED BY RESPONDENTS

1. Video tapes on diversity
2. CRM films
3. Yes workforce 2000 material
4. Video on sexual harassment includes African-American roles
5. Three-part tape series "Valuing Diversity".
6. Video on discrimination
7. Copland's "Valuing Diversity Tapes"
8. Film "Eye of the Beholder"
9. "The Mosaic Workplace" video

Table No. 6

OPEN-ENDED COMMENTS ON THE WOMEN/ETHNIC MINORITY GUEST LECTURERS*

1. Comments from students very positive, especially from black students after black speakers.
2. Very Positive.
3. Students found it extremely helpful to see issues from the perspectives of a minority representative.
4. Not very useful.
5. Very effective.
6. Very effective, especially to older students.
7. Very important for students to see successful role models.
8. Modestly successful.
9. Hard to measure - probably somewhat useful.
10. Of some value.
11. No, we have women and ethnic minorities on our own faculty.
12. Very useful and beneficial. This is something I do in all of my classes.
13. Unknown.
14. Can be quite useful.
15. So-so they are less concerned than we are.
16. I had a black woman from CAO's office. She impressed the whole class with her expertise and achievements.
17. Pretty hard to judge in the short run.
18. Mixed.
19. I believe it has very useful, positive (thought indirect) effect.
20. Minorities, including the handicapped are excellent role models. We use them a lot. This includes Governor Wilder.
21. Speakers addressed specific women's issues. Somewhat effective.
22. We looked at contribution to specific topic, not diversity.
23. Useful as role models.
24. We strive to bring in a diverse set of speakers.
25. We have an adjunct ethnic minority woman teach with us. One class per year. She has proven to be more effective than class visitors.
26. Possibly useful. On the other hand, metaphorically speaking, sex and race may not make much difference if the lecture is on relativity theory.

* Have you recently had women/ethnic minorities as guest lecturers in your MPA classes?

Table No. 7

OPEN-ENDED COMMENTS UPON HBCU FACULTY AS GUEST LECTURER*

1. We do provide cross-registration with an HBCU nearby.
2. We have constant contact with the chair and one faculty from an HBCU.
3. HBCU faculty as visiting faculty can be very useful for certain purposes.
4. Have had contact with HBCU faculty, but they do not have MPA program. They are polite, but resistant. Need to build relationships over time.
5. This year we have an African-American as a visiting professor.
6. If it is impossible to recruit full-time, tenure track persons who are black, then it might be useful. It is a poor substitute for having such persons. We have had and have lost to more prestigious and affluent places.
7. It is a good idea. We have no money for doing it.
8. I believe that visiting faculty would be very useful.
9. We have worked closely with HBCU schools to recruit new full-time students.
10. HBCU faculty as visiting faculty is not useful.
11. Our department's Minority Affairs Committee has done this primarily to recruit new MPA/Graduate students.
12. With our limited budget, we are not presently able to offer faculty exchange.

* Have you recently had any professional contact with any MPA faculty members located in historically black colleges (HBCU)?

Table No. 8

ADDITIONAL OPEN-ENDED COMMENTS ON CULTURAL DIVERSITY IN MPA PROGRAMS*

1. "It does not matter what one will be doing in the future, one will be doing it with subordinates, peers and superiors more diverse than today's."
2. "This survey seems to be based on the premise that extraordinary special treatment needs to be accorded to women/minorities in MPA programs. I think the premise is a mistake and its acceptance is patronizing to its targets and in the long-run destructive of public service in the U.S."
3. "Not all faculty members in department/school support/integrate cultural diversity into their instructions."
4. "This is a very important topic and deserves more attention."
5. "The more conspicuous you make cultural diversity innovations, the more students will resist them. Lectures, videos, speakers, etc., should be integrated into the curriculum, not treated separately."
6. "It is very important that MPA programs are considering to offer cultural diversity as an elective course."
7. "I applaud your efforts."
8. "I would be offended if asked to speak as visiting a class just because of my gender."
9. "Attitudes ought to change, people of diverse backgrounds should be treated as an asset, not something to tolerate only."
10. "It is extremely important that all MPA students should be made aware of all major cultural differences."
11. "You often need to work with and sensitize majority male faculty. Some can be very biased."
12. "I am uncomfortable with efforts to artificially induce cultural diversity in an academic setting."
13. "Economy governs opportunity."
14. "There is a great need to include Hispanic cultural issues."
15. "This survey makes me realize that we are far behind the times."
16. "I think either a single course or a module in every course would be about the right level of curriculum emphasis."
17. "To try and continually harp on this issue to Ph.D. trained, diverse faculty in a diverse institution is perceived to be professionally insulting to our staff. Let us set to the substantive issues not the side shows."
18. "Native Americans are especially ignored."

* Do you have any additional comments on "Cultural Diversity in MPA programs?"

April 30, 1992

A 1992 NATIONAL SURVEY OF MPA FACULTY OPINION ON CULTURAL DIVERSITY IN THE WORKFORCE: 2000

Dear MPA Faculty:

As one of the four institutions receiving a 1991 NASPAA Cultural Diversity Grant, we are in the process of implementing this project at Indiana State University. As an integral part of these project activities, we are conducting a national survey of the MPA faculty. The purpose of this survey is to obtain the views of MPA faculty about various cultural diversity programmatic initiatives that are being planned or undertaken by universities around the country.

The attached questionnaire has been prepared to obtain your personal views about how individual MPA programs may contribute toward an effective culturally diverse workforce in local, state and federal public services by the year 2000. Should you have any questions about this survey, please call me at (812) 237-2430 or Mary Richmond (the Center Secretary/Librarian) at (812) 237-2436.

A postpaid envelope is enclosed for your response. Should you like to obtain the results of this survey, please ask us for a copy. The results of this survey will also be submitted to NASPAA as a part of our final grant report. Thank you for your participation.

Sincerely,

Dr. Manindra K. Mohapatra
Professor of Political Science
Director, MPA Program and
Center for Governmental Services

MKM:mr
enclosure

mpa-fac.sur

A 1992 NATIONAL SURVEY OF MPA FACULTY OPINION ON CULTURAL DIVERSITY IN THE WORKFORCE: 2000

1. How familiar are you with the various programmatic initiatives being undertaken by MPA programs in response to the projected goal of cultural diversity in the work force by the year 2000? [check one]

   ____ Quite familiar ____ Somewhat familiar ____ Not very familiar

2. Is your MPA program developing or implementing any specific initiatives designed to promote cultural diversity in the public service workforce? (If so, please specify)
   ____ Please check here if you are currently serving as MPA Director.

3. In your opinion, how important would the following approaches be in helping MPA programs achieve culturally diverse work force by the year 2000? [Please check against each item and insert your comments.]

Programmatic Initiatives	Very Important	Somewhat Important	Not Important	Comments
Provide information about career opportunities to minority and women students who may enter an MPA program.				
Provide full financial support to qualified minority and women students to pursue an MPA degree on a full-time basis.				
Invite women and ethnic minority Public Administration faculty from other institutions to be occasional guest lecturers to MPA classes.				
Invite women and ethnic minority Public Administration faculty from other institutions to participate in one semester visiting appointments.				
Offer specialized courses about public policy issues relating to women/minorities.				
Incorporate reading material in regular MPA courses that reflect the concerns of women and minorities.				
Produce and utilize audio-visual material concerning minority/women employees and their expectations.				
Invite international students as occasional guest speakers to MPA courses on cross-cultural topics.				

4. Listed below are some instructional objectives for MPA classes that could be considered as helpful in developing general sensitivity toward cultural diversity in the workforce. In your opinion, how important is each of these objectives based upon your experience with the MPA students? [Check against each item and insert your comments.]

Instructional Objective	Highly Important	Somewhat Important	Not Important	Comments
Make MPA students aware of the attitudes, values and expectations of women and minority employees.				
Make MPA students aware of the expectations of the minority/women clients of public agencies.				
Develop leadership qualities among women and minority MPA students.				
Recruit and educate minority and women students in doctoral studies for future faculty positions in MPA programs.				
Present positive role models of successful women/minority public administrators among MPA graduates.				
Present positive role models of women/minority MPA faculty researchers.				
Develop among MPA students a general sensitivity toward the concerns of women/minorities in the workforce (e.g. empowerment, sexual harassment, glass ceiling)				
Develop among MPA faculty an enhanced awareness of attitudes, values and expectations of women and minority MPA students.				
Provide an opportunity for the mainstreaming of women/minority MPA students.				
Make MPA students aware of empirical studies dealing with women and minorities in the public service work-force.				
Make MPA students aware of intellectual issues involving cultural diversity in a cross-national perspective.				

5. Here is a list of instructional strategies that could be used in MPA classes to promote awareness of cultural diversity. In your opinion, how effective could each of these techniques be in MPA classes? [Please check against each item and insert your comments.]

Instructional Strategies	Very Effective	Somewhat Effective	Not Very Effective	Comments
Reading and analysis of social science literature dealing with the attitudes, values and expectations of women/minorities.				
Watching and analyzing audio-visual material on the women/minority employees.				
Presentation of women/minority guest faculty in classroom settings.				
Featuring classroom presentations by high-level female/minority public officials.				
Conducting field studies involving students' interviews with women/minority administrators.				
Developing specific courses on public policy issues of interest to women and minorities.				
Presentation of case studies involving women/minorities in several core MPA classes (e.g. Organizational Behavior, Personnel).				

BACKGROUND DATA

(For statistical purposes only)

Number of years teaching in MPA program _____ Number of women on your MPA faculty _____
(or other graduate level Public Administration program)

Your three favorite teaching specialties within your MPA program: 1) _____
2) _____ 3) _____

Gender: ___ male ___ female Ethnicity: ___ black ___ white ___ other (specify) _____

Number of ethnic minority on your MPA core faculty _____ Total number of MPA core faculty _____

Are you currently affiliated with any historically black college/university? _____

Have you recently taught any MPA classes with specialized reading or audio-visual materials on cultural diversity? Please cite any items which you found to be especially useful?

_____

_____

Have you recently had women/ethnic minorities as guest lecturers in your MPA classes? ___ yes ___ no
If yes, how useful was such presentation in promoting cultural diversity?

_____

_____

Have you recently had any professional contact with any MPA faculty members located in historically black colleges (HBCU)?

___ yes ___ no (If yes, please indicate your views about the usefulness of HBCU faculty as visiting faculty for cultural diversity instructions in MPA program.)

Do you have any additional comments on "Cultural diversity in MPA programs"?

THANK YOU FOR YOUR PARTICIPATION IN THE SURVEY.

For a copy of the results of this survey contact Mary Richmond (812-237-2430), Center for Governmental Services, Political Science Department, Indiana State University, Terre Haute, IN 47809

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